

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for communicating and exploring ideas. Without language people cannot interact and communicate each other intensively. Everyone must learn foreign language and master it successfully in this global era in order to achieve the continuing progress in life. Study foreign language is not only for adults, but also for children. Particular foreign language should be mastered by all students, because they have to learn it as early as possible. English learners come from large category, now English is introduced in kindergaten, elementary school, junior high school, senior high school until collage.

English language learning is very complex thing, English language lerning process cannot be separated from errors . Why errors always exist in English language learning? Because of English as foreign language in Indonesia, it is possible that errors occur in English learning by foreign language leraner. There are many causes in occuring of errors; difference of language between Indonesian and English is one of the cause. Indonesian and English have different structure or grammar in sentence organization. When Indonesian sentence is changed into English, it will occur structure alteration results. For example; *kaos putih* (Indonesian) is changed into *white T-shirt* (English), Indonesian phrase which change to English have occured structure

alteration. Such errors occur in writing skill., most of students argue that writing skill is the most difficult skill in English learning. Generally the students have difficulties organizing ideas in appropriate choice of vocabulary, sentence, and paragraph organization into a readable text. The other reason why the students hard to master writing skill is they have difficulties transferring ideas from their native language (Indonesian) into the target language (English). Errors can not be separated from writing skill, they still exist when the students make composition in English, because English is not their native language in Indonesia.

In writing composition test, most of the students made an error on grammar both in oral and written form and the students can be said to make errors when production of their oral or written expression differs from the native speaker. They are confused to arrange the words into good sentences in English, because they are not familiar with English. There are some examples of error sentences made by the second grade students:

1. That sea eagle *eating fishing*

There is an addition errors, because the addition word make the sentence in unwell formed, addition *-ing* in *eating* is error it must be *eats* as predicate in present event and *-ing* in *fishing* is error too, it must be *fish* as noun not verb. The sentence must be *That sea eagle eats fish.*

2. This sea eagle *has also sharp beak and strong.*

There is a missordering error here. It must be *This sea eagle also has sharp and strong beak.*

3. This sea eagle *have* two legs.

There is a misformation error here. The subject of this sentence is singular so the predicate is *has*. It must be *This sea eagle has two legs*.

That example of errors above can occur because interlingual transfer that the students do not use English in daily speech and mother tongue still influence their English or because the students do not master the English structure well.

Based on the phenomena in writing English, the writer found many errors done by the students especially the eight year when they write descriptive composition. Actually it should be mastered by the students properly in the second grade because descriptive text use present tense in its language feature that in the first grade they have gotten this lesson, but in fact many students did some errors in writing descriptive text. From this phenomena the writer wants to know how far the errors made by the second grade students.

B. Problem Statement

1. In this research there is a problem of the study;

What errors occur in descriptive texts made by the students ?

2. To answer the research problem above there are some subsidiary research questions as follows:

- a. What are the types of errors made by the students in writing descriptive text?
- b. What are the sources of error in writing descriptive text?

C. Objective of the Study

Based on the research problem, the writer has some objectives follows;

1. To describe the types of errors in writing descriptive text made by the students.
2. To find out the sources of error in writing descriptive text.

D. Benefits of the Study

This research gives some benefits in language teaching learning process, such as follows;

1. Theoretical Benefits

The result of this study gives new clues in linguistic study that enrich the knowledge about error analysis in writing english text.

2. Practical Benefits

- a. For the English teacher, the result of this research gives more information about errors made by the students which help the English teachers are more creative in teaching English, and help them to know in what aspect they should give more attention in teaching English in order to get good output.
- b. For the researcher, this research adds more information about error analysis that can be used to extend linguistic study.

E. Research Paper Organization

This research paper contains of five chapters as follows;

Chapter I is introduction. It contains of background of the study, problem statement, objective of the study, benefits of the study, and research paper organization.

Chapter II is underlying theory that presents previous study, the position of the current study, and theoretical review that consists of the notion of error analysis, the significance of error analysis, error and mistake, classification of errors, sources of errors, English texts, and descriptive text.

Chapter III is research method, this chapter related to the type of study, subject and object of the study, data and data sources, technique of collecting data, and technique of analyzing data.

Chapter VI is research finding and discussion which discusses the result of this research.

Chapter V is conclusion and suggestion.